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ABSTRACT

A project was conducted to develop a summer institute for new (up to 2 years' experience) adult education teachers in Pennsylvania. During the first phase of the project, the institute was designed as a 3-day intensive training session consisting of 14 workshops (most presented twice), and teachers were recruited. The second phase of the project was conducting the institute itself, in August 1996, for approximately 100 adult education practitioners. These practitioners left the institute with a theoretical foundation and practical tools to take to their classrooms. The final phase of the project, extending through the next school year, included the following: evaluation, follow-up, additional training through the state's professional development centers, and creation of a final report that included all materials produced during the year. Follow-up showed that teachers were applying what they had learned at the institute in their classrooms. Project evaluation showed that the New Teachers Institute can be a successful model for orientation for other states' adult education teachers. (Attachments to the report include the following project documents: Institute program, evaluation form, and presenter biographies.) (KC)

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ED 419 118

SUMMER INSTITUTE: NEW TEACHER ORIENTATION

final report

by
Carol Molek
Adult Education Director
TIU Adult Education and Job Training Center

1996-1997

Tuscarora Intermediate Unit #11
Adult Education and Job Training Center
MCIDC Plaza - Building 58
6395 SR 103 North
Lewistown, Pa 17044
717-248-4942

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project number: 99-7006

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CE 076 367

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Summer Institute: New Teacher Orientation

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Abstract

Grant Recipient: **Project No.** 99-7006

TIU Adult Education and Job Training Center
MCIDC Plaza
6395 SR103 North, Building 58
Lewistown, PA 17044 **Phone Number:** (717) 248-4942

Program Name: "Summer Institute: New Teacher Orientation"

Grant Allocation: $53,000 **Project Period:** **From:** 7/1/96 **To:** 6/30/97

Project Director: Carol Molek

Project Purpose:
The purpose of this summer institute was to give new (up to 2 years in the field) practitioners tools to be effective adult educators. Training was presented in a variety of methods in areas such as: understanding the adult learner, teaching designs and strategies, intake and assessment, counseling and communication skills, classroom management, special populations/diversity, resources for new teachers, and professional development and self evaluation. Objectives were to coordinate the 3 day summer institute; evaluate the effectiveness of the institute; and to provide linkages for attendees to assure the continuation of their professional development. Audience for this summer institute were adult education teachers new to the field of teaching adults. To be eligible participants were to have been teaching adults for 2 or less years. Some exceptions were made for more experienced educators based on recommendation of their agency directors or for the purpose of bringing training back to newer instructors.
Evaluations were conducted informally and formally. Feedback was solicited through workshop evaluations, on-site visits, phone follow-up, and questionnaires. Participants were contacted throughout the year after the institute for information concerning what was retained and utilized from the initial training as well as what next steps and continued training was attended as follow-up.

Project Outcomes:
The project served approximately 100 adult education practitioners. These participants attended a three day intensive training where they became immersed in the basics of good adult education practice. These practitioners left the institute with theoretical foundation and practical tools to take to their classrooms. Follow-up training was conducted through the PDC's.

Impact:
Impact of the training was reported by participants in the follow-up questionnaire. Much of the content of the project was retained and applied in the classroom.

Products or Training Developed:
A final report including evaluations and tracking of responses from follow-up as well as all supporting documentation produced throughout the year was developed. Such documentation would be useful as a model for others doing conference planning.

Products Available from:

AdvancE
WPLRC

Project Continuation and/or Future Implications:
General consensus from project staff and participants is that a new teacher orientation should be an annual event. The intensity of the institute setting provides the arena needed for such an orientation to the field. Additionally, it is suggested that some of the training offered at the institute be packaged in a training module to be used by the PDC's for training throughout the year.

Conclusions/Recommendations:
The New Teacher Institute was an effective training method for this audience. To further refine delivery of this training it is recommended that:

- a later date (fall) be tried in order to accommodate programs that bring on new staff after the school year begins.
- more involvement by the PDC's both at the institute and afterwards. The PDC's should have a highly visible role at the institute and should be invested in the success of follow-up activities.
- further impact and evaluation data be analyzed and utilized to improve this training.

Comments:
The New Teachers Institute can be a successful model for orientation plans of other states' adult education departments.

Summer Institute: New Teacher Orientation

Final Report

Introduction

Purpose/Objectives:

"Summer Institute: New Teacher Orientation" addressed priority B.3.2.: administrative, fiscal management and support for statewide adult basic education summer institute for new teacher orientation.

In a three day intensive institute those new to the field of adult education were provided with an orientation to teaching adults that was based on theory but with an emphasis on practice. New teachers left with the basic tools they need to respond and effectively teach adult learners. Content of the training was appropriate for teachers or volunteers with up to two years experience.

Even with this much experience, these professionals are still "new" and are often struggling to find effective strategies to work with their students. This is a definite and inherent problem in our adult education services. This situation arises because of 1) inconsistent funding causing late hirings, 2) high turnover because of low pay and insecurity of positions. Because of this there is not only a large number of new teachers regularly but also these new teachers are very often thrown into the adult classroom with little or no training specific to working with adults.

Goals and Objectives:

The goal of the project was to provide orientation and training for new Pennsylvania adult educators based on sound theory and proven exemplary practices so that these new teachers would return to their classrooms with tools to more effectively provide instruction to their adult learners.

Objectives for "Summer Institute: New Teacher Orientation" were:

-to coordinate a three day Summer Institute for approximately 100 new (up to 2 years in the field) ABE practitioners.

-to evaluate the Institute for effectiveness by soliciting feedback throughout the year after the institute.

-to provide linkages for attendees to assure their continued professional development through the Regional Professional Development system.

Time Frame:

July 1, 1996 - August, 1996: conference organization, program development, recruitment and registration

August, 1996: Summer Institute

September, 1996 - June 30, 1997: Evaluation, follow-up, closeout

Key Personnel:

The proposed project was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services. The Intermediate Unit has sponsored all TIU Adult Education and Job Training Center programs at the Center in Lewistown, Mifflin County since 1984. Center programs include: 322 Adult Basic and General Educational Development Programs; Act 143 PA Adult Literacy Program; Job Training Partnership Act's Adult Basic Education, employment and job training programs; Even Start; and single parent/displaced homemaker services. In addition, the TIU Adult Education and Job Training Center is the home of the South Central Professional Development Center. The Adult Education and Job Training Center has been providing local, regional and statewide staff development opportunities on issues that impact new teachers for five years through this system. In addition our agency has had fifty three 353's over our 13 years of operation that have received statewide and national recognition.

The Adult Center based the content of this Institute on its experience of developing and implementing summer institutes. Previous adult education summer institutes on family literacy and counseling issues were very successful. The evaluations of the institutes were positive; over 100 people attended each, and there was a waiting list of people who could not attend or be served (although waiting lists were maintained and last minute cancellations were filled). "Summer Institute: New Teacher Orientation" allowed us the opportunity to provide another high quality training experience for adult education practitioners.

Project Director was Carol Molek. Ms. Molek has over 13 years experience directing adult programs for the IU and developing and implementing special projects. Ms. Molek was the Project Director for the "Summer Institute: Family Literacy" in August, 1992; she was the Program Chair for the 1994 PAACE MidWinter Conference; and she was the Project Director for the "Summer Institute: Counseling Issues" in August, 1994. Her experience in conference planning and training design has produced successful opportunities for practitioner staff development. She has authored successful curriculum and staff development materials in content areas such as: counseling adult students, strategies for learning disabled adults, at-risk youth instruction, and various family literacy issues. In addition, she has been a presenter at PDE fall workshops and other state sponsored training over the years. As a FOCUS reader and reviewer for 7 years she has critically analyzed special projects produced in Pennsylvania as well as from other parts of the country and has disseminated information and provided training concerning this work. Ms Molek was assisted by Director of Counseling Services, Helen Guisler. Ms. Guisler has over twenty-five years practical experience in the education and social service fields. She has developed and implemented staff development projects dealing with instruction and counseling issues, including being Project Coordinator for the "Summer Institute: Counseling

Issues" in August, 1994. The director and coordinator worked as a team to maintain a planned time frame, develop a conference brochure, recruit participants, and design and implement an evaluation process. The director and secretary coordinated the operations of the event.

Presenters at the Institute were what created its success. By including experienced practitioners who are also excellent presenters the audience greatly benefited. The caliber of presenters represented the best in adult education in the Commonwealth.

Audience:

The audience for this report was PDE personnel, PDC staff, program administrators, and others interested in the development and delivery of professional development training for new teachers in the field. The audience benefiting from the Institute were the new teachers involved and their future students.

Dissemination:

Dissemination of this report will be made through our office, the Professional Development network, and the PDE Resource Centers. Permanent copies will be available through:

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pa 17126-0333
or
Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway
Route 8
Gibsonia, Pa 15044

Body

Statement of Problem:

"Summer Institute: New Teacher Orientation" addressed priority B.3.2.: administrative, fiscal management and support for statewide adult basic education summer institute for new teacher orientation.

In a three day intensive institute those new to the field of adult education were provided with an orientation to teaching adults that was based on theory but had an emphasis on practice. New teachers left with the basic tools they need to respond and effectively teach adult learners. Content of the training was appropriate for teachers or volunteers with up to two years experience.

Even with this much experience, these professionals are still "new" and are often struggling to find effective strategies to work with their students. This is a definite and inherent problem in our adult education services. This situation arises because of 1) inconsistent funding causing late hirings, 2) high turnover because of low pay and insecurity of positions. Because of this there is not only a large number of new teachers regularly but also these new teachers are very often thrown into the adult classroom with little or no training specific to working with adults.

Training is available through the regional professional development system; however, the advantage of using a summer institute as the delivery system of this initial training is that the time and setting allows for intensive exposure to many issues that the teachers will encounter and allows them to identify those areas where they will need more specific training. The institute staff then worked closely with the PDC staff to develop follow-through training for participants.

Goals and Objectives:

The goal of the project was to provide orientation and training for new Pennsylvania adult educators based on sound theory and proven exemplary practices

so that these new teachers would return to their classrooms with tools to more effectively provide instruction to their adult learners.

Objectives for "Summer Institute: New Teacher Orientation" were:

-to coordinate a three day Summer Institute for approximately 100 new (up to 2 years in the field) ABE practitioners.

-to evaluate the Institute for effectiveness by soliciting feedback throughout the year after the institute.

-to provide linkages for attendees to assure their continued professional development through the regional Professional Development system.

Procedures:

The design of "Summer Institute: New Teacher Orientation" was in three parts:

Part 1 involved the coordination of the operational and programmatic aspects for the Institute. The Institute was held August 19-21, 1996 at the Penn State Scanticon in State College, PA. Specific dates were coordinated/selected in conjunction with the Bureau of Adult Basic and Literacy Education. The institute was scheduled for August before those in the audience who are full time teachers needed to be back at their other jobs. The project staff was based at the TIU Adult Education and Job Training Center in Lewistown. The Institute was scheduled for the Penn State Scanticon Conference Center in State College, PA due to its central location in the state. This site provided the institute with a relaxed atmosphere where both networking and high productivity took place.

The conference program was designed with concurrent sessions, round tables, as well as breakout sessions for instructors at the various instructional levels. Each session was offered twice so that all participants had the opportunity to attend. During this stage of the project promotional materials and the program were designed and published.

Trainers were confirmed as soon as notification of the approved project proposal was received. Presenters were experts in the field and were selected partially on the basis as to their availability during the project year for follow-up training in the PDC regions. This goal was to provide a continuity and flow for participants as well as providing a network of resource people within the state. Specifics of training was developed with input from the PDC staff, other adult education staff, and PA Department of Education staff and advisors. Programming for the conference was organized with the cooperation of Bureau staff. The director also provided background and information to the PDC staffs so that follow-through on training provided at the institute could be non-repetitive and supportive. Suggestions for follow-up training were provided to each region.

Part 2 of the project was the Institute itself. The director was responsible for the smooth running of the event and for implementing the evaluation process.

Part 3 was the reporting of the event to PDE through feedback from the evaluation and the continued follow-up throughout the year with participants and the PDC staffs.

Institute Format

Sessions were concurrent with 30-50 participants in each group. Presenters designed their own content and delivery based on input from the director. Varied and interactive methods were encouraged. Adult learning principles were applied to this audience as well as being the subject of the training. Participants were engaged in a variety of ways: collaborative learning, team/partnering activities, self examination and reflection, as well as more traditional approaches. These varied approaches proved to be effective in in-servicing these adult educators. These methods received positive feedback as far as comprehension and retention of content as well as enjoyment level. All presenters were encouraged to provide time for participants to formulate questions

after the sessions and to regroup with them for answers either later in the conference or after the conference by phone, visit, or electronically.

All presenters were practitioners who have demonstrated expertise and a history of high performance as well as presentation skills. Detailed content descriptions follow this report.

Objectives Met/Not Met:

The goal of the project was to provide orientation and training for new Pennsylvania adult educators based on sound theory and proven exemplary practices so that these new teachers could return to their classrooms with tools to more effectively provide instruction to their adult learners.

Objectives for "Summer Institute: New Teacher Orientation" were:

-to coordinate a three day Summer Institute for approximately 100 new (up to 2 years in the field) ABE practitioners.

This objective was met successfully. The Institute was fully attended. In addition to new practitioners, some more seasoned practitioners attended with the goal of bringing new teacher training techniques back to their agencies.

-to evaluate the Institute for effectiveness by soliciting feedback throughout the year after the institute.

Feedback from institute participants was solicited by mail (results attached), phone contacts, and through the PDC's.

-to provide linkages for attendees to assure their continued professional development through the regional Professional Development system.

Much effort was made to coordinate services for new teachers with the PDC's. All PDC's were invited to participate in the training. Some attended but there seemed to be a lack of understanding as to their role. After the Institute a list of participants by region was sent to each PDC. Along with this list were requests for training from individuals. Feedback of responses to these requests by the PDC's was then solicited

by Institute staff. In this way follow-up services for new teachers were integrated into PDC activities.

Evaluation:

Evaluation was based on:

-"Summer Institute: New Teacher Orientation" being held in August, 1996.

-positive feedback on sessions and conference evaluation forms.

- follow-through training in PDC's throughout the project year.

Participants were assessed for follow-up impact both from their participation in this Institute and their continued training on teaching issues. Documentation of participant responses is attached.

Dissemination:

Dissemination of the project results will be through TIU, PDE, the PDC's, AdvancE, and the Western Resource Center (see addresses in introduction). Coordination was emphasized in planning and implementing "Summer Institute: New Teacher Orientation." The project was a coordinated effort with the Bureau, the regional professional development projects, and adult education programs statewide. The key to measuring the impact of the project and of providing continued staff development and technical assistance was the coordination and collaboration of the Institute's staff with the PDC staff. The goal of coordination was to create training that was not an isolated event but rather training that was integrated with practice and further related training opportunities for the year.

Attachments

- Institute Program
- Institute Pamphlet, Flyer, Registration Information
- Presenters Correspondence, Survey, Information
- Vendor Information
- Program Management
- Examples of Presenters Handouts, Materials
- Communication with PDC's
- Evaluations: Overall and Individual Sessions
- Follow-up Questionnaires: Participant Self Reporting
- Interim Report
- Thank you/Photos

Institute Program

Summer Institute:

New Teacher Orientation

August 19 - 21, 1996

Penn State Scanticon
Conference Center Hotel
State College, PA

coordinated by

TIU Adult Education
and
Job Training Center

MCIDC Plaza, Building #58
6288 SR103 North
Lewistown, PA 17044
Phone: 717-248-4942
Fax: 717-248-8610
E-mail: PARSDC5@aol.com

WELCOME to the **Summer Institute: New Teachers Orientation**. Our program is planned to offer a firm foundation of adult education theory and practice for you to build on this year. Your attendance at the wide variety of sessions will equip you with the beginnings of practical tools to utilize in your classroom. This institute is the first step of your professional training and development. Follow-up steps are planned for this year to reinforce and further develop the concepts you're introduced to here. Your **Professional Development Centers** will be offering opportunities throughout the year for you to continue to enhance your growth as an adult educator.

Attendance: Enjoy the conference and try to attend as many sessions as possible. All sessions (except the single session on Monday Night) are offered twice. You will be signing in at all sessions. Your attendance will then be compiled and a list of your participation as well as a certificate will be sent to your program director after the conference.

Stipends: Those of you who work or volunteer for a Pennsylvania Department of Education federal adult education act 322 program or a Pennsylvania Adult Literacy Act 143 program are eligible for a $150 stipend if you attend the entire conference. In order to receive the stipend you must submit the stipend request form signed by your director at our closing session. You must also sign out at the closing session.

Session Room Locations: Information about sessions or conference changes will be posted near our conference registration desk. Rooms for all sessions will be clearly posted with the session name.

Meals: Lunch on Monday, 8/19 and dinner on Tuesday, 8/20 will be in the Gardens Restaurant. The location of other meals will be posted.

Name Tags: Please wear your conference name tag at all times. This name tag is your ticket of admission to all sessions and meals.

Evaluations: Evaluations provide us with valuable information! Please complete each session evaluation and turn in the overall conference evaluation at the closing session.

Questions: Someone from our staff will be at the desk between all sessions to answer your questions.

Questions after the conference may be directed to:

Carol Molek
TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6288 SR103 North
Lewistown, PA 17044
717-248-4942
Fax: 717-248-8610
E-mail: PARSDC5@aol.com

Summer Institute: New Teacher Orientation

Monday, August 19, 1996

11:00 AM - Noon	Registration	
12:00 Noon - 1:00 PM	Lunch	
1:00 PM - 1:15 PM	**Opening Session**	
1:15 PM - 2:30 PM	Sessions:	➡ Multilevel Instructional Approaches for the Classroom ➡ Learner Centered Instructional Design ➡ Teaching Reading Comprehension: Techniques and Strategies
2:30 PM - 2:45 PM	Break	
2:45 PM - 4:00 PM	Sessions:	➡ Multilevel Instructional Approaches for the Classroom (repeat) ➡ Learner Centered Instructional Design (repeat) ➡ Bridges to Success
4:00 PM - 4:15 PM	Break	
4:15 PM - 5:30 PM	Sessions:	➡ What are We Measuring? Traditional and Alternative Assessments in Adult Basic Education ➡ Adult Education Theory and Implications for Practice: Putting Thought into Action ➡ Teaching Reading Comprehension: Techniques and Strategies (repeat)
5:30 PM - 6:00 PM	Free Time	
6:00 PM - 7:00 PM	Dinner	
7:15 PM - 9:00 PM	Session:	➡ Counseling in Adult Education

Tuesday, August 20, 1996

8:00 AM - 9:00 AM	Continental Breakfast	
9:00 AM - 10:15 AM	Sessions:	➡ What are We Measuring? Traditional and Alternative Assessments in Adult Basic Education (repeat) ➡ Tips, Tricks, & Trivia for Teaching ESL (Part I) ➡ You Want ME to Teach Math?!!! - Some Ideas for Adult Numeracy Tutors and Instructors
10:15 AM - 10:30 AM	Break	
10:30 AM - 11:45 AM	Sessions:	➡ Understanding the Adult Learner ➡ Tips, Tricks, & Trivia for Teaching ESL (Part II) ➡ Bridges to Success (repeat) ➡ Working with Special Needs Adults
12:00 noon - 1:00 PM	Lunch	

Tuesday, August 20, 1996 (continued)

1:15 PM - 2:30 PM	Sessions:	➨You Want ME to Teach Math?!!! - Some Ideas for Adult Numeracy Tutors and Instructors (repeat) ➨Tips, Tricks, & Trivia for Teaching ESL (Part I - repeat) ➨Adult Education Theory and Implications for Practice: Putting Thought into Action (repeat)
2:30 PM - 2:45 PM	Break	
2:45 PM - 4:00 PM	Sessions:	➨Tips, Tricks, & Trivia for Teaching ESL (Part II - repeat) ➨Working with Special Needs Adults (repeat) ➨Understanding the Adult Learner (repeat)
4:00 PM - 4:15 PM	Break	
4:15 PM - 6:00 PM	Resources for Adult Educators:	➨Vendors ➨AdvancE ➨Community Resources for Materials and Information ➨Professional Development Centers ➨PAACE
6:00 PM - 7:30 PM	Dinner	
Evening	On Your Own!	

Wednesday, August 21, 1996

8:00 AM - 9:00 AM	Continental Breakfast	
9:00 AM - 10:15 AM	Sessions:	➨Collaborative Learning: A Tool for Learner-Centered Education ➨Practitioner Inquiry as Professional Development ➨Action Research: A Tool for Professional Development
10:15 AM - 10:30 AM	Break	
10:30 AM - 11:45 AM	Sessions:	➨Collaborative Learning: A Tool for Learner- Centered Education (repeat) ➨Practitioner Inquiry as Professional Development (repeat) ➨Action Research: A Tool for Professional Development (repeat)
11:45 AM - 12:00 Noon	Conference Adjournment - Closing/Sign Out	

Stipend requests and conference evaluations must be turned in at Closing/Sign Out Session

Summer Institute: New Teacher Orientation

Monday, August 19, 1996

11:00 AM - Noon	Registration
12:00 Noon - 1:00 PM	Lunch
1:00 PM - 1:15 PM	**Opening Session**
1:15 PM - 2:30 PM	Sessions:

Multilevel Instructional Approaches for the Classroom

This session will introduce new teachers to effective methods of handling multilevel learners in a classroom environment. The presenter will offer examples, models and approved practices that will increase the time that teachers can spend with multilevel learners. Resources and sample instructional materials will be provided. Participants will be given an opportunity to interact and discuss situations and challenges they have come across in the classroom.

Presenter: Jeffrey Woodyard, Executive Director, Tri-County Opportunities Industrialization Center, Inc. (OIC)

Learner Centered Instructional Design

This session will provide a method for assessing learner needs, designing and delivering effective instruction, and evaluating learner progress. Adult basic education is more than repackaging the three R's with an adult focus. If adult learners are not at the heart of the instructional design process, both teacher and student may be disappointed in the learning outcomes.

Presenter: Sandra J. Strunk, Coordinator, Southeast Professional Development Center, Lancaster Lebanon Intermediate Unit 13

Teaching Reading Comprehension: Techniques and Strategies

This session will demonstrate and discuss the various strategies for developing and strengthening reading comprehension skills. The focus will be on working with learners who are reading above the primary grade level.

Presenter: Michelle Joyce, Reading Specialist, Greater Pittsburgh Literacy Council

2:30 PM - 2:45 PM	Break

2:45 PM - 4:00 PM

Sessions:

Multilevel Instructional Approaches for the Classroom *(repeat)*

Learner Centered Instructional Design *(repeat)*

Bridges to Success

This session will give participants the opportunity to explore techniques which focus on reading, writing, and spelling for use in tutoring the 0-5 learner. Practical, hands-on, ready to use strategies that can be incorporated into tutoring sessions will be shared. An interactive presentation with ample opportunity to share and participate.

Presenter: Linda Herr, Program Coordinator, Lycoming County Literacy Project

4:00 PM - 4:15 PM

Break

4:15 PM - 5:30 PM

Sessions:

What are We Measuring? Traditional and Alternative Assessments in Adult Basic Education

This session will provide background information on traditional and alternative assessment and pose questions for discussion. A discussion of assessment issues (e.g., meeting needs and requirements of various stakeholders) will assist participants in formulating ideas to improve their use of assessments. Participants will discuss nature of stakeholder needs and requirements in ABLE programs; examine potential of traditional and alternative assessments for meeting those needs; discuss assessments in terms of test structure (e.g., reliability and validity; formal vs. informal; norm- or criterion-referenced and curriculum-based); discuss use of assessments for various purposes (i.e., placement, diagnosis, instructional guide, measurement of change, learner and instructor engagement in learning process, and accountability).

Presenter: Barbara VanHorn, Assistant Director, Institute for the Study of Adult Literacy, Penn State University

Adult Education Theory and Implications for Practice: Putting Thought Into Action

This session will provide an overview of selected adult education theories and issues and encourage participants to reflect on how the various theories influence and affect their practice. Participants will gain a deeper understanding of their own and other's philosophical orientation to adult education.

Presenter: Priscilla Carmen, Literacy Specialist, Institute for the Study of Adult Literacy Penn State University

Teaching Reading Comprehension: Techniques and Strategies *(repeat)*

5:30 PM - 6:00 PM Free Time

6:00 PM - 7:00 PM Dinner

7:15 PM - 9:00 PM Session:

Counseling in Adult Education

Counseling issues are of increasing importance in Adult Basic Education programs. Adult educators are often thrown into the role of counselor, referral and advocacy agent. Adult learners are often faced with many personal or social problems that must be overcome in order for them to concentrate on their studies. This session will help participants empower learners instead of just giving advise. Communication skills, motivation techniques and crisis intervention will be discussed.

Presenters: Helen Guisler, Counseling Services Director, TIU #11 Adult Education and Job Training Center

Suzanne Fisher, Project Facilitator, TIU #11 Adult Education and Job Training Center

Tuesday, August 20, 1996

8:00 AM - 9:00 AM — Continental Breakfast

9:00 AM- 10:15 AM — Sessions:

What are We Measuring? Traditional and Alternative Assessments in Adult Basic Education
(repeat)

Tips, Tricks, & Trivia for Teaching ESL (Part I)
Part one of this presentation will discuss strategies for teaching a variety of ESL populations including multilevel and heterogeneous populations. The linguistic skill areas of reading, writing, listening, speaking, and pronunciation will be addressed.

Presenter: Jaclyn M. Fowler-Frey, Staff Developer, Lancaster-Lebanon Intermediate Unit 13

You Want ME to Teach Math?!!! - Some Ideas for Adult Numeracy Tutors and Instructors
This presentation will help tutors and instructors focus on real-life math activities for students that will enable students to develop confidence in their abilities with math. Activities and exercises will be targeted to tutors and instructors who have little or no math teaching experience. Math phobia not only prevents our students from doing well on tests, but it also prevents them from taking higher math courses and that prevents them from qualifying for jobs of the future.

Presenter: Ellen McDevitt, New Options Program Director; Editor, The Math Practitioner

10:15 AM - 10:30 AM — Break

10:30 AM - 11:45 AM — Sessions:

Understanding the Adult Learner
This interactive session describes the adult learner: Who is the adult learner? What experience/education does he/she bring to the classroom? What strengths/inner resources do learners bring to the classroom? What barriers and challenges does the adult learner face? What do we, as teachers, bring to the classroom from our life experiences? What are our expectations and preconceived notions of the adult learner? Profiles of adult learners will be presented exploring the fact that there is no "typical" adult student, along with exercises that explore differences and similarities - student to student and teacher to student.

Presenter: Carol Goertzel, Executive Director, W.A.W.A.

Tuesday, August 20, 1996 (continued)

Tips, Tricks, & Trivia for Teaching ESL (Part II)
Part two of this presentation will provide the beginning teacher with a "bag of tips, tricks, and trivia" to take back to his/her classroom. This will include a review of the best ESL materials (books, CD roms, computer programs, etc.)
Presenter: Jaclyn M. Fowler-Frey, Staff Developer, Lancaster-Lebanon Intermediate Unit 13

Bridges to Success *(repeat)*

Working with Special Needs Adults
This presentation will focus on working with special needs adults, how certain techniques can be used to help learners maintain their skills, allowing fears of tutors and teachers when approaching the task of teaching these adults. Special demonstration projects will be shared as well as other resources and simple assessment tools. The presenters will discuss certain sensitivity issues and the need to have patience when working with this population as progress is measured in different ways. This session will attempt to give tools to teachers that will help students meet their educational goals.
Presenters: Joan Y. Leopold, Director of Education, Harrisburg State Hospital
Mary Kay Peterson, former Director of Adult Education, Elwyn Institute

12:00 Noon - 1:00 PM — Lunch

1:15 PM - 2:30 PM — Sessions:

You Want ME to Teach Math?!!! - Some Ideas for Adult Numeracy Tutors and Instructors *(repeat)*

Tips, Tricks, & Trivia for Teaching ESL (Part I - *repeat*)

Adult Education Theory and Implications for Practice: Putting Thought into Action *(repeat)*

2:30 PM - 2:45 PM — Break

2:45 PM - 4:00 PM — **Tips, Tricks, & Trivia for Teaching ESL (Part II - *repeat*)**

Working with Special Needs Adults *(repeat)*

Understanding the Adult Learner *(repeat)*

4:00 PM - 4:15 PM — Break

Tuesday, August 20, 1996 (continued)

4:15 PM - 6:00 PM

Resources for Adult Educators

During this session you are invited to visit vendors, Professional Development Center staff, State Resource Center staff and PAACE representatives. Learn about resources available to you through:

Vendors

Contemporary Books
Myron Hallock

Glencoe/McGraw-Hill Publishers
Kathleen Sutterlin

Steck Vaughn
Ron Ray

Scott Foresman
Tony Settle

AdvancE

Investigate AdvancE services such as: 1) how consultation and on-site services for selection and display of literacy materials is provided to regional professional development centers and to local program personnel 2) how practitioners can utilize a wide range of instructional resources to improve quality of student instruction and interagency linkages.

Representative: Cheryl M. Harmon, Educational Resources Specialist, PDE AdvancE State Literacy Resource Center

Community Resources for Materials and Information

Introduction to a variety of educational materials and sources of information available across social service categories.

Representative: Chris Kemp, Resource Specialist, Western Pennsylvania Adult Literacy Resource Center

Professional Development Centers

Northwest PDC	Central-Northeast PDC
South-Central PDC	Southeast PDC
Southwest PDC	Philadelphia PDC

PAACE...your professional organization

Representatives: Joan Leopold, PAACE Executive Director; Mary Kay Peterson, PAACE Secretary

6:00 PM - 7:30 PM — Dinner

Evening — On Your Own!

Wednesday, August 21, 1996

8:00 AM - 9:00 AM Continental Breakfast

9:00 AM - 10:15 AM Sessions:

Collaborative Learning: A Tool for Learner-Centered Education

This session will engage participants in an exploration of an empowering approach to adult literacy instruction which emphasizes 1) new and more democratic relationships between teachers/tutors and learners; 2) curriculum development based on learners' self-identified needs and goals; and 3) instructional planning, decision-making and responsibility shared among all members of the collaborative learning group. Workshop participants will learn about key strategies for facilitating a collaborative learning group and will discuss how to adapt those strategies to their local contexts.

Presenter: Peggy McGuire, Executive Director, Germantown Women's Educational Project

Practitioner Inquiry as Professional Development

This session will give participants the opportunity to explore strategies for improving practice through practitioner injury - a form of professional development which supports intentional and systematic investigations of practitioners initiated questions and concerns about practice. Participants will also learn about opportunities to participate in practitioner inquiry groups during the year.

Presenter: Sandy Harrill, Facilitator, Pennsylvania Adult Literacy Practitioner Inquiry Network (PALPIN)

Action Research: A Tool for Professional Development

This session explores the role of action research by adult education practitioners as a basic problem-solving tool in the practice setting and as a practical means of continuing professional development. Attention will also be given to the "PAARN" Project (PA Action Research Network).

Presenter: Dr. Gary William Kuhne, Assistant Professor, Penn State University

10:15 AM - 10:30 AM Break

Wednesday, August 21, 1996 (continued)

10:30 AM - 11:45 AM	Sessions:
	Collaborative Learning: A Tool for Learner-Centered Education *(repeat)*
	Practitioner Inquiry as Professional Development *(repeat)*
	Action Research: A Tool for Professional Development *(repeat)*
11:45 AM - 12:00 Noon	Conference Adjournment - Closing/Sign Out

Stipend requests and conference evaluations must be turned in at Closing/Sign Out Session

SUMMER INSTITUTE: NEW TEACHER ORIENTATION

Conference Evaluation

Please complete this evaluation and turn it in at the close-out session on Wed, 8/21 at 11:45. Thank you.

1. What did you like **most** about the conference?

_____

_____

2. What did you like **least** about the conference?

_____

_____

3. Were there any areas not covered that you were hoping to see on the program? If so, what did you feel was **missing**? _____

4. Overall, how would you **rate** (1-10 highest) the quality of the sessions? _____

5. Was there enough **networking** time? _____

6. Please give your comments on the **facility** _____

_____

7. When reflecting on what you have learned at the Institute, what areas covered would you like further, **in depth training** offered? _____

_____

_____

_____

8. Other comments or **suggestions** you would like to offer about this summer institute:

_____

_____

_____

Name: _____

Organization: _____

Professional Development Center: _____

Summer Institute: New Teacher Orientation

Presenters

Priscilla Carman
Literacy Specialist
Institute for the Study of Adult Literacy
102 Rackley Building
University Park, PA 16802-3202 Tel: 814-863-3777
Fax: 814-863-6108
E-mail: psc3@psu.edu

Adult Education Theory and Implications for Practice: Putting Thought into Action

Ms. Carman (M.Ed. Penn State) is a certified reading specialist and program associate at the Institute. She has been involved in numerous state and national staff development activities. She has experience developing printed and computer-based instructional materials for adult learners. Her personal interests include music, southern women writers, and beaches.

Suzanne M. Fisher
Project Facilitator
TIU #11 Adult Education and Job Training Center
MCIDC Plaza, Building #58, 6288 SR103 North
Lewistown, PA 17044 Tel: 717-248-4942
Fax: 717-248-8610
E-mail: PARSDC5@aol.com

Counseling in Adult Education

Ms. Fisher is the Program Director for New Choices, a program designed to assist Single Parent and Displaced Homemakers in the areas of personal development, career decision-making, and job readiness. She has over 17 years experience in a variety of settings in the social services field.

Jaclyn M. Fowler-Frey
Professional Developer
Lancaster Lebanon Intermediate Unit 13
1 Cumberland Street
Lebanon, PA 17042 Tel: 717-293-7639
Fax: 717-293-7672
E-mail: jmf105@aol.com

Tips, Tricks, & Trivia for Teaching ESL

Ms. Fowler-Frey is a Staff Developer for Lancaster-Lebanon IU 13. In this capacity she works with the Southeast Professional Development Center. She is also currently completing the D.Ed. in Adult Education and Speech Communication from The Pennsylvania State University.

Carol Goertzel
Executive Director
Women's Association for Women's Alternatives, Inc.
519 Station Road
Wawa, PA 19063 Tel. 610-459-9177
Fax: 610-459-3765
E-mail: n/a

Understanding the Adult Learner

Ms. Goertzel is currently Executive Director of The Women's Association for Women's Alternatives, Inc., a child welfare agency offering comprehensive, residential programs for mothers and children, truancy prevention, job training, and adult education classes. Ms. Goertzel brings twenty years experience in the development, management, and supervision of adult education classes, curriculum development, teacher/tutor training, job training, and family-focused programs. Ms. Goertzel's expertise is learner-centered, participatory and relevant education for adults.

Helen Guisler — *Counseling in Adult Education*
Counseling Services Director
TIU #11 Adult Education and Job Training Center
MCIDC Plaza, Building #58, 6288 SR103 North
Lewistown, PA 17044 Tel: 717-248-4942 Fax: 717-248-4942
E-mail: PARSDC5@aol.com

Ms. Guisler has over twenty-five years practical experience in the social service field. For the past 6 years she has worked as Counselor and Counseling Services Director for the TIU Adult Education and Job Training Center.

Cheryl Harmon — *AdvancE*
Educational Resources Specialist
PDE AdvancE State Literacy Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333 Tel: 800-992-2283 Fax: 717-783-5420
E-mail: harmon@shrysys.hslc.org

Ms. Harmon has worked as a professional librarian with the Department for four years and holds a Pennsylvania teaching certificate. She worked in legal services with the National Education Association prior to living in Harrisburg.

Sandy Harrill — *Practitioner Inquiry as Professional Development*
Facilitator
Pennsylvania Adult Literacy Practitioner Inquiry Network (PALPIN)
636 South 48th Street
Philadelphia, PA 19143 Tel. 215-474-1235 Fax: 215-472-7290
E-mail: n/a

Ms. Harrill has worked as a teacher, program supervisor, and curriculum developer in Philadelphia adult literacy programs for over five years. She has been a participant in practitioner inquiry groups in Philadelphia and has worked as an inquiry mentor. She is currently a PALPIN facilitator and doctoral student at Temple University.

Linda Herr — *Bridges to Success*
Program Coordinator
Lycoming County Literacy Project
19 East 4th Street
Williamsport, PA 17701 Tel: 717-321-0200 Fax: 717-323-6938
E-mail: n/a

Ms. Herr is the Program Coordinator for the Lycoming County Literacy Project, Tutors of Literacy in the Commonwealth NE Regional Training Coordinator, Tutor Trainer, and Supervising Tutor Trainer.

Michelle Joyce — *Teaching Reading Comprehension: Techniques and Strategies*
Reading Specialist
Greater Pittsburgh Literacy Council
100 Sheridan Square
Pittsburgh, PA 15206 Tel: 412-661-7323 Fax: 412-661-3040
E-mail: GPLC@aol.com

Ms. Joyce is the Reading Specialist/Workplace Coordinator for the Greater Pittsburgh Literacy Council. She holds a Master's Degree in Education and a Reading Specialist Certification. She has over five years experience in adult education including ABE, GED, and workplace instruction.

Chris Kemp
Resource Specialist
Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Hwy., Rte. 8
Gibsonia, PA 15044-8644 Tel: 800-446-6957

Community Resources for Materials and Information

Fax: 412-443-1310
E-mail: wpalrc@pgh.nauticom.net

Ms. Kemp has been the Resource Specialist at the WPALRC since it was established in 1993. Prior to that she was a Research Specialist for the Instructional Support Team Evaluation project and employed with the Bureau of Special Education, Western Instructional Support Center.

Dr. Gary William Kuhne
Assistant Professor
Penn State University
PO Box 189
North East, PA 16428 Tel: 412-372-4095

Action Research: A Tool for Professional Development

Fax: 814-372-5651
E-mail: GWK1@psuvm.psu.edu

Dr. Kuhne is an Assistant Professor of Adult Education at Penn State University. He has provided consulting assistance in the development of the "PA.A.R.N." initiative within the Pennsylvania Department of Education. His research has focused upon leadership development, educational administration, and continuing professional education.

Joan Y. Leopold
Director of Education
Harrisburg State Hospital
Pouch A
Harrisburg, PA 17105-21300 Tel: 717-772-7561

Working with Special Needs Adults

Fax: 717-772-6015
E-mail: n/a

Ms. Leopold has been an adult educator for over twenty years. She has taught mentally retarded adults, directed special demonstration projects for institutionalized populations, is the curator of the Dorothea Dix Museum and is Executive Director of PAACE.

Ellen McDevitt
New Options Program Director
Editor, The Math Practitioner
Carlow College
3333 Fifth Avenue
Pittsburgh, PA 15213 Tel: 412-578-6683

You Want ME to Teach Math?!!! Some Ideas for Adult Numeracy Tutors and Instructors

Fax: 412-578-6684
E-mail: carlowne@aol.com

Ms. McDevitt has spent over 20 years working with adults in various educational efforts, from basic nutrition education to basic education and skill training. She created a program to teach tutors how to teach math to adult literacy students, and she created and edits *The Math Practitioner*, a quarterly newsletter for people who teach math to adults. She is a member of the Board of Directors of the Adult Numeracy Practitioners Network.

Peggy McGuire
Executive Director
Germantown Women's Educational Project
21 West Washington Lane
Philadelphia, PA 19144 Tel: 215-843-2148
Fax: 215-843-3856
E-mail: gwep@philadelphia.libertynet.org

Collaborative Learning: A Tool for Learner-Centered Education

Ms. McGuire is the Executive Director of the Germantown Women's Educational Project, a community-based educational program in Northwest Philadelphia. After teaching at Temple University where she received her Master's Degree in 1980, she was a founding member of GWEP and acted as its first adult basic/literacy education instructor in 1985. In 1994 she worked with the Mayor's Commission on Literacy in Philadelphia to write a training manual and develop/conduct tutor trainings in Collaborative Learning Group facilitation. She is currently the Philadelphia Coordinator of the National Adult Literacy Practitioner Inquiry Network, and facilitates professional development activities in the areas of collaborative learning and women in literacy.

Mary Kay Peterson
former Director of Adult Education at Elwyn
121 Leary Road Tel: 610-857-9197
Honey Brook, PA 19344
Fax: n/a
E-mail: n/a

Working with Special Needs Adults

Ms. Peterson was the former Director of Adult Education at Elwyn Institute. She has 9 years expertise with special populations. She has been the Eastern Representative and is the current secretary for PAACE.

Sandra J. Strunk
Coordinator, Southeast Professional Development Center
Lancaster Lebanon Intermediate Unit 13
1 Cumberland Street
Lebanon, PA 17042 Tel: 717-293-7639
Fax: 717-293-7672
E-mail: SEPDCI@aol.com

Learner Center Instructional Design

Ms. Strunk is the Coordinator of the Southeast Professional Development Center, Even Start Literacy Coordinator and Coordinator of IU 13's Foreign Student Program at the Lancaster Lebanon Intermediate Unit 13. She volunteers her time as 2nd Vice President of the Pennsylvania Association for Adult Continuing Education and President to The Literacy Council of Lancaster Lebanon.

Barbara VanHorn
Assistant Director
Institute for the Study of Adult Literacy
Penn State University
102 Rackley Building
University Park, PA 16801-4756 Tel: 814-863-3777
Fax: 814-863-6108
E-mail: ISAL@psu.edu

What are We Measuring? Traditional and Alternative Assessments in Adult Basic Education

Ms. VanHorn is the Assistant Director of Penn State's Institute for the Study of Adult Literacy, a reading specialist with 20 years adult education experience. She has experience as a teacher, program developer, administrator, and evaluator in workplace, health, and family literacy. She recently completed a state-funded project developing a guidebook on the effective use of assessment in ABLE programs.

Jeff Woodyard
Executive Director
Tri-County OIC
2107 North 6th Street
Harrisburg, PA 17110

Tel: 717-238-7318

Fax: 717-238-6251
E-mail: n/a

Multi Level Instructional Approaches for the Classroom

Mr. Woodyard is the Executive Director for Tri-County Opportunities Industrialization Center, Inc. (OIC), Harrisburg, PA. He has been with Tri-County OIC since 1977. OIC is a community based adult education center. OIC serves over 1,000 out-of-school adults each year. The OIC program works with adult learners from all ages in the areas of basic literacy skills training, GED test preparation, vocational skills training, and workplace literacy. He is responsible for developing, implementing and supervising adult education programs at 20 sites.

Pennsylvania Professional Development Centers

Northwest PDC
Richard Gacka, Director
Bootsie Barbour, Coordinator
Northwest Tri County IU #5
670 West 36th Street
Erie, PA 16508
(814) 866-3775 Ext. 223
Fax: (814) 866-5045

Central-Northeast PDC
Edith A. Gordon, Director
Gail Leightley, Coordinator
Central IU #10
Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, PA 16822
814-359-3069
Fax: 814-359-2344

South-Central PDC
Carol Molek, Director
Brian Frey, Coordinator
Paula Smith, Coordinator
Tuscarora IU #11 Adult Education and Job Training Center
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Rachel Zilcosky, Coordinator
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Philadelphia PDC
Rose Brandt, Director
Diane Inverso, Coordinator
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